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ABSTRACT

The purpose of this research project was to develop a competency-based model graduate program for administrators of vocational education in Illinois. Directed through the joint efforts of two universities, the project involved the identification of 158 administrative competencies and an assessment of how these competencies might be achieved. Other objectives of the study include: (1) determining the feasibility of granting graduate credit for field experience, internship, or proficiency in administration, (2) identifying the problems attendant on cooperative efforts by two or more universities in offering joint graduate Programs, (3) determining the feasibility of implementing the model program as part of existing programs within the university structures in Illinois, and (4) identifying component parts of the model program which may be used for developing inservice workshops. A major recommendation of the study states that the 158 competencies should be used to develop a graduate program for vocational education administrators. (JS)

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MODEL GRADUATE PROGRAM IN OCCUPATIONAL EDUCATION

A joint project between
Southern Illinois University, Carbondale, Illinois
Illinois State University, Normal, Illinois

June 30, 1972

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Project Funding Agency:
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Division of Vocational-Technical Education
Springfield, Illinois
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PREFACE

The purpose of this research project was to develop a competency-based model graduate program for prospective Occupational Education administrators in the State of Illinois.

This study was a joint project conducted by the Occupational Education Department at Southern Illinois University and the Industrial Technology Department at Illinois State University with assistance and consulting service from the Educational Administration Departments of both institutions.

Dr. Wayne S. Ramp from Southern Illinois University and Dr. Edward Anderson from Illinois State University served as co-directors of the project.

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PART I

COMPETENCIES

I. Introduction

A. Background

There is general agreement among professionals in the field of vocational education that one of the most prominent forseeable impediments to the expansion of occupational education programs is the shortage of administrators who are qualified, knowledgeable, and committed to the concept and practice of career education. As was pointed out by Ramp (1970), the present system in Illinois for certification of public school administrators at all levels, has excluded those who did not pursue the traditional school administration major in their graduate programs. Prospective school administrators in Illinois programs have had little opportunity to become familiar with the philosophy, principles, objectives and operational procedures necessary for a sound vocational education program. Presently at least two Universities in Illinois (Southern Illinois University at Carbondale and Illinois State University) have developed procedures whereby occupational education students may receive state certification board endorsement for the supervisory certificate.

The report of the first national advisory council on vocational education entitled "Vocational Education--The Bridge Between Man and His Work," U.S. Department of Health, Education and Welfare (1968) pointed out that the redirection of vocational education would require extensive changes in administration and program practices at all levels. To date very little has happened in Illinois to alter the thinking of those who must become the "change agents" at the local school level. New directions in occupational education along with the emphasis on career educa-

tion which currently is the number one priority of the USOE as set forth by Marland (1971), require new approaches to the problem of developing leaders who are cognizant of the importance of occupational education within the total system of education. Dr. Marland further stated, "We are also keenly aware that vocational-technical education is starved for other critical personnel, especially those qualified to develop and administer productive programs."

Considerable research has been reported which supports the idea that new approaches are needed in the education and development of occupational education administrators. Studies by Stanger (1967), Law (1966), Wenrich and Ollenburger (1963), and Shaefer (1966), attest to the need for some sort of viable system which will deliver capable occupational education administrators to the schools and other agencies that must plan, organize, execute and evaluate programs for the benefit of youth who will become productive members of the labor force.

Concern for the problem of developing competent occupational education leaders has been evidenced in the state of Illinois through the efforts of the Division of Vocational and Technical Education; Board of Vocational Education and Rehabilitation. Since 1970, three conferences have been conducted for the purpose of identifying necessary competencies for administrators and teachers of occupational education programs. Further evidence may be noted by observing the several research activities of advanced graduate students enrolled in Illinois Universities.

With the preceding background information in mind, the Division

of Vocational and Technical Education contracted with Southern Illinois University and Illinois State University to design a model graduate program for administrators of occupational education programs.

B. Objectives

To develop a model graduate level program for occupational education administrators, the project was concerned with the following:

(1) To determine what specific competencies are needed by administrators of occupational education.

(2) To determine what planned experiences are necessary to develop the competencies required of occupational education administrators.

(3) To determine the feasibility of granting graduate credit for field experience, internship or proficiency in administration.

(4) To identify the problems attendant to cooperative efforts by two or more universities in offering joint graduate programs.

(5) To identify the state governmental problems that impede the certification of occupational education administrators.

(6) To develop recommendations and strategies for solutions to the problems to be identified in numbers 3, 4, and 5 above.

(7) To determine the feasibility of implementing the model occupational education administration program as a part of existing programs within the university structures in Illinois.

(8) To make an analysis of what competencies are needed in order that a viable program of instruction may be provided by University personnel.

(9) To identify component parts of the occupational education administration program which may be used for developing workshops for the practicing occupational education administrator.

II. Procedures

The project staff from Southern Illinois University and Illinois State University cooperated in the development of a timetable and workload distribution between the two institutions and proceded as follows:

A. Timetable

January - February, 1972

(1) Reviewed related research

(2) Generated competency list

(3) Translated competencies into behavioral statements

(4) Identified administrators to be interviewed and to fill out questionnaires

March - April, 1972

(1) Developed taxonomy and questionnaire to determine ideal method of translating behavioral objectives into learning experiences.

(2) Distributed questionnaires to practicing professionals

(3) Distributed questionnaires to recent graduates of educational administration programs

(4) Distributed questionnaire to selected school superintendents

May - June, 1972

(1) Submitted questionnaire to participants in the DVTE competency conference

(2) Summarized and interpreted data from returned questionnaires

(3) Developed Model Program

(4) Completed final report

B. Competency Studies

A thorough review of the literature revealed several competency

studies which were considered relevant to the problem of occupational education administration. Studies by Ward (1970), Stanger (1971), Law (1966), Meyer (1970) and Edmunds (1967) provided a list of needed competencies. Competencies generated at the Illinois Vocational Teacher Education and Vocation Administration Conference on Competency Development in Springfield, conducted in October, 1970 and April, 1971, were analyzed and found to be consistent with the findings of the aforementioned research.

The identified competencies were then classified and placed in eight broad categories: 1) organization and administration, 2) educational programs and long range planning, 3) philosophy of occupational education, 4) staffing 5) physical facilities and equipment 6) community relations and learning resources, 7) financial resources, and 8) student personnel services. The individual items were then reviewed and duplications in each of the categories were eliminated. The items were cross checked to avoid duplication between categories. The results of this effort produced a list of 343 competency statements.

This list of 343 competencies was then compared with the questionnaire developed by Harrington (1972) which included 305 competencies. It was noted that the major categories varied somewhat, however, the two lists were similar in scope and content. This study was based on responses from 106 local administrators of vocational education programs in Illinois. Included in this group were 12 directors of secondary area vocational centers, 21 vocational administrators from community colleges and 73 vocational directors from comprehensive high schools.

After a careful review of Harrington's study and similar studies completed in other states it was determined that the results of Harrington's study would serve as an adequate base of needed competencies for administration of occupational education programs. It was felt that this procedure would avoid duplication of effort on the part of the researchers and local school personnel. However, the judgement of local education agency superintendents was deemed to be necessary in order to ascertain the importance of these competencies as seen by the administrator to whom the local director reported. Twelve local school district superintendents who were responsible for area vocational centers were identified from the list of 106 schools used by Harrington and asked to respond to the same instrument that their local director completed in Harrington's study.

The subjects were asked to evaluate the importance of each listed competency. Those competencies judged to be essential were assigned a numerical value of (1). Those judged to be important but not essential were assigned a numerical value of (2). Those competencies judged to be not important to the administrative position were assigned a numerical value of (3). In order to ascertain the degree of agreement between local directors and school superintendents an arbitrary mean score of 1.50 was used to determine those competencies considered essential by both groups.

Harrington's survey listed 57 percent or 174 competencies which were considered essential by local directors (n=106). The survey of Superintendents (n=8), compiled by Illinois State University and Southern Illinois University listed 64 percent or 194

competencies as essential. While the (n) in two samples was quite different the percentage of competencies listed as essential was quite close. Of the 305 competencies (Harrington), 158 or 51 percent were found to be important on both surveys.

These 158 competencies were listed in five categories (1) program planning and implementation;(2) recruitment and development of professional personnel; (3) program operation and management, (4) management of physical facilities, supplies and equipment; and (5) public relations and publicity.

The discrepancies found between both groups were randomly distributed across all five categories. The comparative results identified a strong agreement between the local directors and the superintendents to whom they reported.

C. Development of the Questionnaire

The second major activity of this study was to translate the 158 identified essential administrative competencies into specific behavioral statements which sought to further delineate and clarify the competencies. In an effort to provide direction in assessing leadership behavior, the statements were presented in behavioral terminology so that they suggested training experiences by which the competency might be obtained.

The following statements as presented by Lynam (1970) became the general guidelines which were utilized in the development of each behavioral statement.

(1) The behavioral statement must be a natural outgrowth and an integral part of the stated competency.

(2) The behavioral statement must include behavior which can be evaluated by an observer to determine whether or not the candidate is performing the stated behavior.

3. The behavioral statement must describe an objective that can be taught to a graduate student.

4. The behavioral statement must include those verbs which describe specific human behavior required for the successful completion of the task.

Using these four guidelines, the 158 competencies which were identified as being the most important were translated into behavioral statements and organized into a taxonomy of administrative competencies.

The taxonomy consisted of the following major competency areas:

(1) program planning and implementation

(2) staff recruitment

(3) personnel development and management

(4) program operation

(5) program management

(6) management of physical facilities, supplies and equipment

(7) public relations

Using the statement of the major competency, a situation or set of conditions was established as a framework within which the expected behavior was to be observed. In an attempt to represent the conditions under which the competency would be utilized in the field, twenty-seven situational frameworks were described. Behavioral manifestations of needed competencies were then listed. Using this taxonomy as a format for responses, a questionnaire was constructed (See Appendix A).

The purpose of the questionnaire was to determine the best method of developing the needed competencies as seen by selected groups of educational leaders. Respondents were requested to indicate their individual opinion as to the best method for accomplishing the desired competency. A choice of five methods was

given and were defined as follows:

(1) Course work--Formal course work taken for college credit at a university campus or by extension.

(2) Simulation--Gaming-role playing-instructional packages designed to re-enact some of the problems common to the school administration such as program planning, group problem solving, communications and staffing.

(3) Workshop--One day to three week concentrated effort on a particular topic; college credit may or may not be granted.

(4) Internship--A partnership between a university, a training station and a graduate student with the purpose of providing an opportunity for supervised field experience.

(5) On-the-Job--Professional growth on the job after completion of the program.

D. Population and Sample

The following groups were asked to respond to the behavioral statements with an indication of what they considered to be the best method of translating the competencies into learning experiences for occupational education administrators. The groups consisted of:

(1) Sixteen local directors of vocational education in Illinois

(2) Sixteen teacher educators; eight from SIU and eight from ISU which included 2 from each of the following areas: industrial-occupational education, home economics education, business education, and agriculture education.

(3) Sixteen higher education administrators who had responsibility for supervisory Level I Endorsement Programs in Illinois colleges and universities.

(4) Sixteen personnel from Division of Vocational and Technical Education, Springfield, Illinois.

(5) Twenty-one participants of the DVTE Competency Conference May 1, 2, and 3, 1972, in Springfield, Illinois.

Respondents were asked to evaluate the best way of translating

the behavioral objectives into learning experiences, by rating the defined methods as first, second and third choice for each item.

Former students who had recently received the supervisory endorsement were given the list of needed competencies and were asked to reply to each competency and to indicate which specific course helped them to develop that competency. These respondents were given the option of indicating whether the competency was acquired on the job after completion of the program, or attributed to course work.

University professors were asked to evaluate those courses that were included in the current approved administrative endorsement program at each institution and to indicate which specific competencies were considered to be objectives of the individual courses.

III. Findings

A. Results of Questionnaire

Responses to the questionnaire developed by the project staff (see Appendix A) were received from 58 persons in Illinois representing the areas of teacher educators (n=15), DVTE personnel (n=13), vocational directors (n=8), and participants in the DVTE conference in Springfield, Illinois (n=22). The higher education administrators provided only two returns and it was decided by the project staff that this number was too small to be used in the analysis.

The questionnaire format included seven major competency categories, twenty-seven situational conditions, and 158 competency statements.

The instrument yielded data which permitted analysis of how each individual viewed the five different methods of acquiring the stated competencies. The data were also analyzed to ascertain differences in responses among the four groups.

B. Responses to the Individual Items

The distribution of responses for the five learning experiences (course work, simulation, internship, work shop, on-the-job) for both the 158 individual competencies within the 27 conditional sections are listed in the Appendix. The learning experience receiving the highest frequency for each competency item is circled. Percentages have been provided to simplify analysis because not all respondents replied to each question.

C. Consensus Items

In order to interpret the data the project staff elected to establish "consensus items". The first of three approaches to selecting consensus items was as follows:

When an experience was selected by more than 50% of the respondents for an individual competency it was considered to be a consensus item. The only two learning experiences which provided this type of consensus item were course work and on-the-job training. These consensus items are listed in Table I.

TABLE I: Individual Competencies Consensus With Greater Than 50 Percent of the Respondents Choosing One Type of Experience

Competency	
Item Number	Course Work Description
1.1 (h)	Write general objectives for a vocational education program.
1.1 (i)	Determine manpower implications for vocational education.
1.1 (j)	Verbalize the economic implications for vocational education.
1.3 (g)	Identify specific legal limitations effecting vocational students in hazardous occupations.
3.3 (h)	Maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.
4.4 (d)	Design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.
4.5 (a)	Develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.
5.2 (a)	Appraise the value of general education to vocational students.
5.2 (b)	Appraise the value of various testing methods as a basis for counseling students.
5.2 (j)	Interpret the role of guidance, counseling and placement in vocational education.
5.3 (a)	Define background information concerning controversial issues which require decisions.
5.3 (b)	Interpret and apply federal legislation related to vocational education.

TABLE 1 (continued)

Competency	
Course Work	
Item Number	Description
5.3 (f)	Express and demonstrate a philosophy consistent with the objectives of vocational education.
6.3 (a)	Plan vocational laboratory layouts to gain maximum benefits from available space.
On-The-Job-Training	
Item Number	Description
1.2 (f)	Establish a working relationship with advisory committee members.
1.2 (g)	Enlist the aid of the advisory committee for long-range program planning purposes.
1.3 (d)	Seek agreements with community sources for providing additional program opportunities.
2.4 (a)	Choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.
2.4 (b)	Hire paraprofessional staff members.
3.1 (b)	Assist new staff members to understand the policies and regulations of the institution.
3.2 (d)	Encourage staff members to pursue academic and work experience to develop or up-date skills.
3.2 (e)	Explain to staff members in an objective manner where they are most qualified and where they are most lacking.
3.2 (f)	Plan with staff members for their continued professional growth through specific academic and non-academic experiences.
3.3 (i)	Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

TABLE 1 (continued)

Competency	
Item Number	On-The-Job-Training Description
3.3 (j)	Create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.
4.1 (b)	Provide a safe, healthful environment which is conductive to staff members work.
4.3 (a)	Recruit businessmen, professionals, and technicians as resource persons for vocational classes.
4.3 (b)	Establish working relationships with advisory committee members.
4.3 (e)	Communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.
5.1 (a)	Identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.
5.1 (b)	Incorporate controversial issues when making a decision on one particular issue.
5.1 (e)	Keep staff members clearly informed as to what is expected of them.
5.1 (f)	Inform staff members of the accepted methods to be used in the resolution of grievances.
5.1 (g)	Settle grievances quickly after listening to all issues and positions.
5.1 (h)	Secure maximum performance from staff members.
5.2 (g)	Motivate staff members to provide information to prospective students for all vocational offerings.
5.3 (d)	Delegate authority to units or individuals nearest the point where the action takes place.

TABLE 1 (continued)

Competency		
Item Number	On-The-Job-Training	Description
5.3 (g)		Realize when he has made a mistake and profit from the experience.
5.3 (k)		Cooperate with fellow administrators in educational planning and decision making at the local level.
6.2 (b)		Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.
7.1 (b)		Obtain informal feedback on the vocational program through contacts with individuals in the school and community.
7.2 (i)		Conduct an open house to familiarize members of the school and community with activities of the vocational program.
7.3 (d)		Assist with community, business and industry sponsored activities.

Table I indicates that of the 158 competencies, only 14 were regarded as primarily achievable in formal course work. At the same time, 29 competencies were viewed as being best achieved on the job.

The second approach used to obtain consensus items was by separating the experiences on an academic vs. practical basis. This was done by combining the Course Work, Simulation, and Workshop Experiences into one category and designating it as "academic", and by combining Internship and On-The-Job-Training experiences into a "practical" category. The arbitrary base chosen for a consensus competency was 60 percent of those responding to the item. The 57 competencies viewed as being best provided by an academic approach are listed in Table II.

TABLE II: Competencies Viewed as Being Provided by An Academic Approach

Competency		Consensus Percentage Value
Item Number	Description	
1.3 (g)	Identify specific legal limitations effecting vocational students in hazardous occupations.	94.2
1.1 (h)	Write general objectives for a vocational education program.	92.7
1.1 (j)	Verbalize the economic implications for vocational education	88.5
5.3 (b)	Interpret and apply federal legislation related to vocational education.	85.7
5.2 (b)	Appraise the value of various testing methods as a basis for counseling students.	83.9
6.3 (a)	Plan vocational laboratory layouts to gain maximum benefits from available space	83.9
1.1 (i)	Determine manpower implications for vocational education.	83.0
5.3 (a)	Define background information concerning controversial issues which require decisions	80.4
1.1 (l)	Identify employment trends at the local, state, regional and national level.	77.8
1.4 (a)	Assess program direction in light of criteria provided through organizational patterns at the state and federal level.	77.4
5.2 (j)	Interpret the role of guidance, counseling and placement in vocational education.	76.4
6.3 (b)	Equip teaching stations to achieve the stated objectives for each program.	75.0
5.2 (a)	Appraise the value of general education to vocational students.	75.0
4.2 (c)	Identify performance standards for each task in an occupation to the staff members training students for that occupation.	75.0

TABLE II (continued)

Item Number	Competency Description	Consensus Percentage Value
6.2 (d)	Design a procedure for acquiring the supplies and equipment needed in each vocational course	75.0
3.3 (b)	State legal requirements for dismissal or failure to grant tenure to a staff member.	74.1
2.1 (a)	Determine sources from which applications may be received, i.e., colleges and universities.	73.1
4.5 (a)	Develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.	73.1
6.1 (a)	Specify the long range facility, equipment and supply needs for the vocational education program.	72.2
6.1 (b)	Prepare a long-range budget which projects the financial needs of the total vocational education program.	72.2
6.1 (g)	Analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.	71.4
5.2 (e)	Determine the need for follow-up study questionnaires.	71.4
4.4 (a)	Organize reports into a concise form so that only the data related to the subject of the report is printed.	71.4
1.4 (d)	Develop and implement a procedure for evaluating the total vocational program	71.2
1.3 (e)	Evaluate alternative instructional avenues in terms of benefit vs. cost.	71.2
1.1 (n)	Design relevant programs and courses that are reflective of constantly changing occupations.	70.9

TABLE II (continued)

Item Number	Competency Description	Consensus Percentage Value
4.4 (d)	Design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.	70.9
5.3 (j)	Devise a plan for survey staff to follow in conducting a vocational education survey	69.6
6.1 (e)	Prepare budgets based on anticipated incomes from federal, state and local sources.	69.6
6.1 (d)	Prepare a capital outlay budget proposal for the total vocational program.	69.1
1.2 (e)	Establish the criteria for and select advisory committee members.	67.9
1.1 (d)	Identify the competencies needed for entry into an occupations.	67.9
5.3 (e)	Perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.	67.3
5.3 (c)	Correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.	67.3
1.1 (a)	Prepare a short-range and a long-range program plan for vocational education in the school.	67.3
6.2 (a)	Identify financial requirements for purchasing needed equipment.	67.3
5.3 (f)	Express and demonstrate a philosophy consistent with the objectives of vocational education.	67.3
6.1 (c)	Plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.	66.7

TABLE II (continued)

Item Number	Competency Description	Consensus Percentage Value
5.2 (f)	Devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.	66.1
7.1 (a)	Identify the make-up of the community before planning a program of school-community relations.	66.0
1.2 (c)	Identify the role and function of advisory committees and orient the committee to that role and function.	66.0
4.5 (b)	Adapt existing instructional programs to students with special needs.	66.0
3.2 (b)	Develop and implement an in-service program for all staff members with special activities for beginning teachers.	66.0
3.3 (f)	Supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.	65.4
1.3 (h)	Analyze current and projected instructional needs.	65.4
3.3 (e)	Criticize a staff member without stripping him of his dignity.	65.4
6.2 (c)	Identify various sources of securing needed equipment.	64.8
3.2 (a)	Provide in-service training to serve individual needs of those being trained.	64.2
1.1 (c)	Analyze long-range course needs for the vocational program.	64.2
1.1 (p)	Develop programs geared to the disadvantaged and special needs student.	63.0
5.1 (i)	Assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction(team teaching, modular scheduling, etc.).	62.5

TABLE II (continued)

Competency Item Number	Description	Consensus Percentage Value
6.1 (i)	Develop and implement a procedure for establishing priorities for the use of funds and other available resources.	61.5
7.3 (a)	Identify ways staff members can achieve community involvement which will build better public relations for vocational education.	61.1
1.3 (a)	Develop a procedure for keeping all staff members informed about all vocational programs and courses.	60.4
1.1 (m)	Identify changes in technology and equipment in industry relating to existing vocational programs.	60.4
4.6 (a)	Evaluate content and time allotted for present courses and programs.	60.4
7.2 (h)	Write articles about newsworthy activities being carried on in the vocational program, for the news media.	60.0

The competencies listed in Table II appear to be of such nature that they could be taught or learned in a formal or structured situation. The fact that at least 60 percent of the respondents viewed these competencies in this light seems to point out the continuing need for pre-service training of occupational education administrators. There were 38 competencies viewed as being best provided by a practical approach. Table III presents a listing of this group.

TABLE III: Competencies viewed as being best provided by a practical approach.

Competency		Consensus Percentage Value
Item Number	Description	
7.3 (d)	Assist with community, business and industry sponsored activities.	87.0
5.1 (a)	Identify those staff members who are capable and willing to accept and carry out responsibilities delegated to the.	83.0
1.2 (f)	Establish a working relationship with advisory committee members.	80.9
7.1 (b)	Obtain informal feedback on the vocational program through contacts with individuals in the school and community.	80.9
4.3 (b)	Establish working relationships with advisory committee members.	79.2
1.2 (g)	Enlist the aid of the advisory committee for long-range program planning purposes.	75.5
3.2 (d)	Encourage staff members to pursue academic and work experience to develop or up-date skills.	75.5
2.4 (b)	Hire paraprofessional staff members.	73.1
5.3 (g)	Realize when he has made a mistake and profit from the experience.	73.1
5.3 (k)	Cooperate with fellow administrators in educational planning and decision making at the local level.	72.7
4.3 (a)	Recruit businessmen, professionals, and technicians as resource persons for vocational classes.	71.7
7.3 (b)	Work with different racial and ethnic groups within the community.	71.2
7.1 (c)	Evaluate the degree to which the objectives of the community relations program have been met.	69.8

TABLE III (continued)

Item Number	Competency Description	Consensus Percentage Value
5.3 (d)	Delegate authority to units or individuals nearest the point where the action takes place.	69.2
1.3 (d)	Seek agreements with community sources for providing additional program opportunities.	69.2
5.1 (e)	Keep staff members clearly informed as to what is expected of them.	69.1
5.1 (h)	Secure maximum performance from staff members.	68.5
7.2 (i)	Conduct an open house to familiarize members of the school and community with activities of the vocational program.	67.3
3.3 (j)	Create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike and do not represent shortcomings but a desire to learn.	67.3
5.1 (d)	Establish an effective chain of command with a responsible supervisor at each level.	65.5
2.4 (a)	Choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.	65.4
1.2 (a)	Enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher training institutions for planning purposes.	65.4
5.1 (c)	Utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.	64.3
6.2 (b)	Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.	64.3
4.4 (c)	Obtain administrative approval for a vocational education survey.	64.2

TABLE III (continued)

Item Number	Competency Description	Consensus Percentage Value
3.2 (e)	Explain to staff members in an objective manner where they are most qualified and where they are most lacking.	64.2
4.3 (e)	Communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.	63.6
2.2 (c)	Determine the stability of the candidate, and the likelihood of providing stability to the staff.	63.6
4.1 (b)	Provide a safe, healthful environment which is conductive to staff members work.	63.5
3.2 (f)	Plan with staff members for their continued professional growth through specific academic and non-academic experiences.	63.5
3.3 (i)	Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.	63.5
5.1 (g)	Settle grievances quickly after listening to all issues and positions.	63.0
5.2 (h)	Work with guidance personnel to develop occupational information describing local and national opportunities.	63.0
4.1 (a)	Identify methods of securing assistance from your staff in problems arising in program operation.	62.3
1.3 (c)	Schedule staff and facilities for maximum program utilization.	62.3
7.3 (e)	Identify supportive community service groups.	61.5
7.2 (f)	Conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations).	61.1
1.2 (b)	Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	60.4

It should be noted that most of the competencies listed in Table III are distinguished by two characteristics. First, it appears that these items represent activities that are considered to be in the affective domain. Second, the competencies are of such a nature that perhaps they could only be achieved by an individual in a local setting.

The third method of analyzing the data attempted to separate the training experiences on a time basis. By combining the course work, simulation and internship experiences it was felt that a category would be identified that might indicate a need for achieving these competencies prior to starting work as an administrator. Similarly, a category designed by combining "Workshop" and "On-The-Job-Training" experiences was thought to be one that might best be met while working as an administrator. The consensus competencies, those receiving a response of 60 percent or greater, for preservice activities, are given in Table IV.

TABLE IV: Competencies viewed as needed by occupational administrators before commencing work.

Competency		Consensus Percentage Value
Item Number	Description	
1.1 (m)	Write general objectives for a vocational education program.	89.1
5.2 (b)	Appraise the value of various testing methods as a basis for counseling students.	82.1
1.1 (i)	Determine manpower implications for vocational education.	77.4
1.1 (j)	Verbalize the economic implications for vocational education.	76.9

TABLE IV (continued)

Competency

Item Number	Description	Consensus Percentage Value
1.1 (j)	Verbalize the economic implications for vocational education.	76.9
1.3 (g)	Identify specific legal limitations effecting vocational students in hazardous occupations	76.9
6.3 (b)	Equip teaching stations to achieve the stated objectives for each program.	76.8
6.3 (a)	Plan vocational laboratory layouts to gain maximum benefits from available space.	76.8
7.1 (a)	Identify the make-up of the community before planning a program of school-community relations.	75.5
5.3 (a)	Define background information concerning controversial issues which require decisions	75.0
3.3 (e)	Criticize a staff member without stripping him of his dignity.	71.2
6.1 (a)	Specify the long range facility, equipment and supply needs for the vocational education program.	70.4
6.1 (c)	Plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.	70.4
1.2 (c)	Identify the role and function of advisory committees and orient the committee to that role and function.	69.8
6.1 (d)	Prepare a capital outlay budget proposal for the total vocational program.	69.1
6.2 (a)	Identify financial requirements for purchasing needed equipment.	69.1
5.2 (c)	Evaluate programs on the basis of the progression of student behavior toward established goals.	67.9
5.2 (a)	Appraise the value of general education to vocational students.	67.9

TABLE IV (continued)

Competency Item Number	Description	Consensus Percentage Value
5.3 (b)	Interpret and apply federal legislation related to vocational education.	67.9
6.2 (d)	Design a procedure for acquiring the supplies and equipment needed in each vocational course.	67.9
4.4 (d)	Design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.	67.3
1.1 (a)	Prepare a short-range and a long-range program plan for vocational education in the school.	67.3
5.2 (j)	Interpret the role of guidance, counseling and placement in vocational education.	67.3
6.1 (b)	Prepare a long-range budget which projects the financial needs of the total vocational education program.	66.7
3.3 (f)	Supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.	65.4
4.5 (a)	Develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.	65.4
5.3 (f)	Express and demonstrate a philosophy consistent with the objectives of vocational education.	65.4
6.1 (e)	Prepare budgets based on anticipated incomes from federal, state and local sources.	64.3
3.3 (d)	State legal requirements for dismissal or failure to grant tenure to a staff member.	63.0
1.1 (d)	Identify the competencies needed for entry into an occupations.	62.3

TABLE IV (continued)

Competency Item Number	Description	Consensus Percentage Value
4.6 (a)	Evaluate content and time allotted for present courses and programs.	62.3
3.3 (d)	Inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.	61.5
1.1 (p)	Develop programs geared to the disadvantaged and special needs student.	61.1
6.1 (j)	Verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time	61.1
2.3 (a)	Determine an applicant's perception of his role as an instructor.	60.4
7.2 (h)	Write articles about newsworthy activities being carried on in the vocational program, for the news media.	60.0

The list of competencies portrayed in Table IV indicates that the respendents in this study viewed activities which fall into the cognitive domain as being most ideally achieved through formal course work prior to employment.

There is considerable similarity between this group of competencies and those shown as "Academic." This seems to reinforce the idea that academic work is logically a preservice activity.

There was a consensus that thirty three competencies could best be acquired after commencing employment. These are shown in Table V.

TABLE V: Competencies viewed to be acquired by occupational administrators after commencing work.

Competency		Consensus Percentage Value
Item Number	Description	
5.3 (k)	Cooperate with fellow administrators in making educational planning and decision making at the local level.	74.5
5.1 (h)	Secure maximum performance from staff members.	74.1
7.3 (d)	Assist with community, business and industry sponsored activities.	74.1
3.2 (d)	Encourage staff members to pursue academic and work experience to develop or up-date skills.	71.7
5.4 (c)	Cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.	71.7
1.3 (d)	Seek agreements with community sources for providing additional program opportunities.	71.2
3.3 (i)	Foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.	71.2
7.1 (b)	Obtain informal feedback on the vocational program through contacts with individuals in the school and community.	69.2
1.2 (b)	Consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	67.9
5.4 (a)	Utilize state office personnel anytime their expertise can assist in any facet of the vocational program.	67.3
5.1 (f)	Inform staff members of the accepted methods to be used in the resolution of grievances.	66.1

TABLE V (continued)

Item Number	Competency Description	Consensus Percentage Value
5.2 (g)	Motivate staff members to provide information to prospective students for all vocational offerings.	66.1
4.3 (b)	Establish working relationships with advisory committee members.	66.0
1.1 (e)	Secure assistance from staff members in the preparation of the local plan.	66.0
2.4 (b)	Hire paraprofessional staff members.	65.4
5.3 (d)	Delegate authority to units or individuals nearest the point where the action takes place.	65.4
3.1 (b)	Assist new staff members to understand the policies and regulations of the institution.	64.8
1.3 (b)	Provide leadership for redesigning programs and courses as a result of an administrative edict.	64.8
1.2 (i)	Enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.	64.2
1.4 (c)	Involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.	63.5
3.3 (j)	Create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.	63.5
1.2 (f)	Establish a working relationship with advisory committee members.	63.5
1.1 (k)	Secure the service of Federal and State agencies for program development.	63.5

TABLE V (continued)

Competency Item Number	Description	Consensus Percentage Value
4.3 (a)	Recruit businessmen, professionals, and technicians as resource persons for vocational classes.	62.3
5.1 (a)	Identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.	62.3
2.4 (a)	Choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.	61.5
4.2 (a)	Assist supervising teachers in interpreting policies and regulations of the institution to student teachers.	61.5
1.4 (b)	Involve employers and labor representatives when evaluating vocational courses and programs.	61.1
6.2 (b)	Arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.	60.7
5.1 (c)	Utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.	60.7
5.1 (d)	Establish an effective chain of command with a responsible supervisor at each level.	60.0
5.1 (e)	Keep staff members clearly informed as to what is expected of them.	60.0
3.1 (a)	Help new staff members acclimate themselves to the job and the community, especially the first few days.	60.0

As one might expect, the competencies shown in Table V fall into the affective domain. A striking feature of this list is the predominance of activities that require cooperation of the local administrator with community agencies and school personnel.

The twenty-seven situational statements under which the competency statements appeared, described the conditions that would require demonstrated behavior in several competencies. The number of competencies under each situational statement varied from two to eighteen. It was possible to combine all items under each of the twenty-seven situational headings and view these as major activities which would provide clusters of related competencies.

The twenty-seven sections of the questionnaire were analyzed in terms of academic vs. on-the-job experiences. The arbitrary base of 60 percent for consensus was again used. The nine sections viewed as being best provided by academic experiences are listed in Table VI.

TABLE VI: Nine situational competencies chosen as academic work, with 60 percent consensus.

Item Number	Academic	Percentage
1.1	Given the task of planning a total vocational program, the occupational education leader will be able to:	63.2
1.4	Given the need to improve instruction and modify program components, the occupational education leader will be able to:	61.7
2.1	Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:	64.8
4.2	Given information on student teaching policies, regulations, and institutional objectives, the occupational education leader will be able to:	63.3
4.5	Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:	69.6
4.6	Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:	60.4
5.2	Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:	61.9
6.1	Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:	65.1
6.3	Given the floor plan of physical facilities the occupational education leader will be able to:	79.4

An analysis of the nine situational competency clusters shown in Table VI reveals that when the competencies were combined in this manner that those situations which normally could be presented in the structured classroom setting were selected by the respondents. It appeared that these clusters might hold promise as the basis for simulations and other classroom activity.

There was agreement that five competency clusters might most ideally be taught on the job. The situational condition in each case related to local level program operation. These five competency clusters may be seen in Table VII.

TABLE VII: Five situational competencies chosen as on-the-job with 60 percent consensus.

Item Number	On-The-Job-Training	Percentage
4.3	Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:	60.7
5.1	Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:	62.9
7.1	Given a number of general problems associated with occupational education, the occupational education leader will be able to:	60.9
7.3	Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:	61.4
2.4	After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:	61.5

Although respondents felt that the competency clusters in Table VII should be acquired on-the-job, it should be noted that the knowledge upon which each cluster is based might well be provided in several different ways.

Thirteen situational conditions are listed in Table VIII. These competency clusters did not achieve a 60 percent consensus.

TABLE VIII: Thirteen situational competencies chosen as combination course work or on-the-job training.

Coursework Percentage	Item Number	Combination	On-The-Job-Training Percentage
42.5	1.2	Given the need for using external resources in program planning, the occupational education leader will be able to:	57.4
56.6	1.3	Given an operational occupational education program, the occupational education leader will be able to:	43.2
43.7	2.2	Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:	56.2
47.4	2.3	Given training in the interview process the occupational education leader will be able to:	52.5
42.2	3.1	Given a group of new staff members the occupational education leader will be able to:	57.8
46.7	3.2	Given staff needs, individual staff characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:	53.3
52.2	3.3	Given individual performance and accomplishments and the personality of staff members, the occupational education leader will be able to:	47.7

TABLE VIII (continued)

Coursework Percentage	Item Number	Combination	On-The-Job-Training Percentage
40.7	4.1	Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:	59.3
59.1	4.4	Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:	40.9
55.4	5.3	Given the knowledge of management techniques, the occupational education leader will be able to:	44.7
47.2	5.4	Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:	52.9
57.0	6.2	Given budgetary information and present needs of the vocational program, the occupational education leader will be able to:	42.0
45.8	7.2	Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:	54.2

The competency clusters identified in Table VIII were not categorized clearly in either the "Coursework" or the "On-the-job" classification. Therefore, consideration should be given to each item represented in these clusters in order to determine whether a specific competency should be attained in formal course work, on-the-job or some combination of the two.

Table IX presents the reaction of each of the four groups of respondents to the type of training experience thought to be most appropriate for acquiring all administrative competencies.

TABLE IX: Totals of choice of training experience for the four groups of respondents.

	Teacher Educators		D.V.T.E.		Vocational Director		Springfield Conference	
	N	%	N	%	N	%	N	%
COURSE WORK	616	26.7	478	27.6	188	15.7	842	25.6
SIMULATION	288	12.5	414	23.9	81	6.8	425	13.0
WORKSHOP	234	10.1	250	14.4	275	23.0	394	12.0
INTERNSHIP	401	17.4	123	7.1	67	5.6	433	13.2
ON-THE-JOB	772	33.4	468	27.0	583	48.8	1184	36.1
	2311		1733		1194		3278	

No inferential statistics were performed on the data since the data seemed to provide a good indication of how each group viewed the different types of learning experience.

It would appear that definitions of "course work" and "on the job" are meaningful to all four groups. However, "simulation", "workshop", and

"internship" may have been subject to differing definitions within each group.

D. Survey of Students and Professors

While the number of responses from students who had recently graduated, or were nearing completion, of the presently approved level I endorsement program was disappointing, the five returns received were of interest. These students singled out sixteen competencies which were developed only on the job and seven which were exclusively attributed to course work. All the other competencies in the list were felt to have been acquired both in course work and on the job. It was observed that those items which were attributable to course work were of the type that would fall into the cognitive domain. On the other hand, those sixteen items that these recent students placed in the on-the-job category were, in the main, compentencies which would be considered to be affective behaviors. There appeared to be considerable similarity between the responses of this group of recent students, who ostensibly indicated where the competencies had actually been developed, and the responses for the professional personnel in the larger survey who recommended the best method for the accomplishment of these competencies.

A review of the responses from nine professors who taught eleven required courses in the present program for level I supervisory endorsement revealed that the professors were somewhat more optimistic concerning the transmission of competencies than were their recent students. The professors as a group indicated that only five of 158 competencies had not been taught at least once. The five competencies that the professors avoided in their teaching dealt with students with special

needs, capital outlay budget, temporary facilities, sources of equipment, and personality assessment of a prospective employee. Former students agreed with this list and indicated that these competencies had been developed on the job. Perhaps the most striking observation to be made concerning this part of the study is the fact that the tabulation of responses from the professors revealed that there is considerable duplication of effort among the courses in the program. Of the 158 competency items it was indicated that 103 were taught in from three to as many as seven different courses.

IV. Summary

Part I of this report consisted of the identification of competencies needed by administrators of occupational education programs, and the development of a questionnaire to ascertain how these competencies might be achieved. The questionnaire was administered to groups of knowledgeable professionals practicing in the field of occupational education.

Responses to the questionnaire have been presented in order to provide orientation to the subsequent formulation of a model graduate program in occupational education administration.

While the questionnaire and the survey received considerable emphasis, other activities were conducted and must be considered in order to portray the salient aspects of the development of the model program. Part II of the report presents the results of several activities and investigations that were a necessary part of this project.

PART II

PROBLEMS

I. Objectives

The project procedure was guided by nine objectives. The first two objectives were presented in Part I:

(1) To determine what specific competencies are needed by administrators of occupational education, and

(2) To determine what planned experiences are necessary to develop the competencies required of occupational education administrators.

Part II of this report deals with those remaining objectives that were based upon specific problems thought to be fundamental to the development of an innovative graduate education program.

A. The third objective of this study was stated as follows: To determine the feasibility of granting graduate credit for field experience, internship or proficiency in administration.

A study of graduate school catalogs and interviews with graduate school administrators, council members, and faculty revealed that currently at both institutions participating in this study there was no established policy in regard to proficiency credit for graduate work. Likewise, there is no policy related to granting credit for competencies gained through practical work experience. It should be noted that there was no indication of opposition to the concept of proficiency credit for graduate work. The only expressed reluctance on the part of those interviewed was based upon the lack of established policy and guidelines that would assure quality performance on the part of those receiving such credit.

The foregoing evidence suggests that given the present university structure, a concentrated effort must be devoted to equating developed competencies with existing systems of instruction and credit hour generation. Inherent in such an effort would be the development of agreements

between the agencies involved which would set forth guidelines for establishing fixed competencies, or clusters of competencies, which would carry definite amounts of credit without regard to the length of time it might take to attain mastery of the competencies in question.

B. The fourth objective was to identify the problems attendant to cooperative efforts by two or more universities in offering joint graduate programs.

The problems identified which would hinder the cooperative efforts of universities offering a joint graduate program could be placed in the following categories; geographical locations, accounting procedures, division of work and the internal administrative structure of the separate universities.

Problems which are related to geographical locations of the universities are student travel, travel by instructors, communications between institutions, and the intern work stations. Generally, potential vocational administrators are vocational education teachers who enter the teaching profession after several years of work experience and who have then completed the bachelors degree prior to teaching or while teaching. Several studies of the characteristics of vocational education teachers indicate that they are older than their counterparts in other disciplines. Family responsibilities, older children, and prior commitment to community activities make it extremely difficult for them to leave their community to attend school. Thus, if a joint program requires travel on the part of the student, some method must be devised to motivate and/or compensate him for the additional costs, for travel, or for released time from his present position in order to obtain the necessary competencies which will enable him to gain the Level I supervisory endorsement. Travel by instructors presents similar problems.

Communication, which in most organizations is critical to the organization,is difficult when separated by distance. Thus, a communications system must be devised which is workable in order to bring about efficient operation of the program.

The fact that some universities in Illinois operated on the semester system and others were on the quarter system presents a problem. The calendars are different except for summer school. Programs on a semester system usually utilize 3 semester hours per course while programs on a quarter system utilize 4 quarter hours per course. Since 3 semester hours transfer as 4 ½ quarter hours, and 4 quarter hours transfer as 2 2/3 semester hours, it may be difficult to plan a cooperative program where transfer of credit would be required.

Problems identified in the area of accounting involve budget, and student credits. At the present time most departmental budgets are determined by the number of student credit hours generated which in turn reflects the number of staff members available to conduct the programs. With current staff loads and reduced budgets, most departments within the university find it difficult to cover existing courses. If an interdisciplinary and inter-university approach is to be undertaken, some new method must be devised which will provide for efficient allocation of resources.

To develop a viable program, the services of a variety of professionals both internally and externally are necessary; and often the services of resource personnel from many different disciplines should be utilized. Thus an evaluation of available personnel and community resources at each campus involved in a cooperative effort must be conducted. Additional problems which must be considered are staff load and location of the course which is to be taught.

The internal administrative structure of separate universities tends to impede cooperative programs between individual departments of these institutions since each has its own procedures which may not be compatable with the others. Examples of this incompatibility were noted upon examination of the graduate school catalogs of the several higher education institutions in Illinois. A case in point involves transfer credit for graduate work. At least one graduate school in Illinois accepts no more than six semester hours of graduate credit earned at another college or university while a sister institution will accept as much as sixteen quarter hours of transfer credit. Similar variations and restrictions exist with regard to extension credit. Another area which gives rise to problems may be found in the establishment of new programs.For example the following procedures have been outlined by one university:

1. Curriculum committees of the departments involved review and approve the program.
2. College or school curriculum committees review and approve the program. The assistant to the President in charge of programs would become involved in planning.
3. Graduate Council Program Review Committee reviews and approves the program.
4. Final approval must come from the governing board of the university.
5. If the cost of establishing the new program exceeds the specified limits, the Illinois Board of Higher Education must approve the program.
6. If the departments involved are in separate colleges or schools, then additional steps are added to the procedure.

If two or more universities seek to establish a cooperative graduate program, a joint agreement between these universities would

need to be negotiated by the central administration of each institution. Currently there seems to be no established policy in regard to such cooperative efforts and all such proposals are considered on an individual basis.

C. The fifth objective directed the project staff to identify the state governmental problems that impede the certification of occupational education administrators.

Present certification for the Level I supervisor endorsement is accomplished upon completion of a "program" approved by the Illinois Teacher certification board at those Illinois Universities offering educational administration course work. A review of these programs and required courses for Level I supervisory endorsement reveals that the requirements are as varied as the locations of the institutions. (See appendix B) Individual courses comprise the approved program rather than the competency based approach. A major problem can be seen in the need to grant credit for those competencies in which the student is proficient prior to taking formal class work and to equate a competency system with a credit hour graduate program. Since certification is based on an approved program, it would appear that an inter-institutional program would have to be approved by the certification board.

Traditionally the Educational Administration department within each university has designed the program for administrative certification. If students from another department attempt to get this approval they must complete these requirements along with their own departmental requirements. This may result in two complete programs or an overloaded program with no electives. To avoid problems there must be a working agreement between the two departments involved.

Section 21-7.1 of the School Code entitled "Administrative Certificate" states:

> An administrative certificate for. . .supervising. . .may be issued to persons who have graduated from a recognized institution of higher learning with a master's degree and who have been certified by these institutions of higher learning as having completed a program of preparation for[this] . . .endorsement. . . .
>
> Endorsements shall be made under conditions as follows: The general supervisory endorsement [Level I] shall be affixed to the administrative certificate of any holder who has at least 16 semester hours of graduate credit in professional education including 8 semester hours of graduate credit in curriculum and research who has at least 2 years of fulltime teaching experience in public schools. . . .

This implies that anyone with these qualifications could legally be a director of vocational education with no background in this area of specialization. The fact that this section of the School Code has been legislated to cover general supervisory and administrative certification permits flexibility but may not encourage and does not assure that those certified under these provisions possess competencies for the administration of specialized educational programs.

D. The sixth objective was to develop recommendations and strategies for solutions to the problems to be identified in Objectives 3, 4, and 5. The recommendations attached to this objective will be presented in Part III of this study.

E. The seventh objective was to determine the feasibility of implementing the model occupational education administration program as a part of existing programs within the university structures in Illinois.

A review of selected graduate school catalogs from state institutions of higher education in Illinois that offer supervisory and administrative endorsement programs indicates that the necessary framework

for a competency based program appears to exist, but not all components are administered through any one department. The approved level II supervisory endorsement programs will meet statutory requirements with "16 semester hours of graduate credit in professional education." This leaves the remaining portion of a master's degree program (approximately 50% of the program) to the discretion of local graduate program planners. Courses, such as special problems, internship, field experience, practicum, individual research and seminar are available in all graduate schools. However, in a single institution the practicum course may be found in the Home Economics department, the field experience in Agriculture, internship in Educational Administration, and special problems in the Industrial Education departments. It appears that if these courses could be brought together within the existing administrative endorsement programs that they could provide the vehicle for implementing a model competency based administrative program. Personal interviews with administrators and faculty of the two institutions represented in this study, caused the project staff to believe that development of a competency based program was feasible. It must be recognized, however, that at the present point in time, program structures need modification and instruments for the assessment of identified competencies need to be developed before a viable competency based system could become a reality.

F. The eighth objective directed the project staff to make an analysis of what competencies are needed in order that a viable program of instruction may be provided by university personnel.

After a review of the literature, interviews with practicing professionals and examination of the questionnaire responses, it became evident that there are two major areas of concern for university personnel who would implement a competency based program. The first of these concerns falls under the heading entitled "professional." The professional competencies which should be available within a staff are as follows:

(1) The same competencies as those needed by vocational administrators.

(2) Knowledge of research in the field.

(3) Proficiency in adult teaching.

(4) Interest and commitment in a given area of specialization.

(5) Understanding and background in vocational education.

The second area of concern was related to activities that have to do with institutional management. An institution which undertakes competency based programs should provide the following:

(1) Ability to supply the program with learning resources and facilities (e.g., simulation materials, workshops.)

(2) Methods of enrolling students in short-term competency based workshops.

(3) Extension courses offered off-campus.

(4) Short-term workshops and institutes based on locally identified needs.

(5) A means of assessing entry and exit competencies.

The above list of ten staff and institutional competencies were considered to be a foundation and would probably need further building

in the event an institution actually undertook the development of such a program.

G. The Ninth Objective was to identify component parts of the occupational education administration program which may be used for developing workshops for the practicing occupational education administrators.

A review of the 158 competencies developed by the staff led to the observation that each of these competencies might well become the basis for a workshop for practicing occupational education administrators. Current efforts of the Illinois DVTE to identify the needs of vocational administrators is in an embryonic stage and has begun identification of specific needs. However, institutions of higher education have not, to this point, formalized procedures for meeting competency based needs through work-shop activities. If the 158 competencies identified in this study became a part of the criteria for the State of Illinois three-phase evaluation system it will then be possible to identify which specific competencies should provide the base for workshops.

II. Summary

Part II of this report has presented seven of the nine objectives that guided the work of the project. These objectives dealt with concerns that impinge upon the development of a model competency based graduate program for administrators of occupational education. Part III of the report presents recommendations and suggests procedures for program development.

PART III

RECOMMENDATIONS

I. Introduction

The effectiveness of occupational programs is to a great extent dependent upon the leadership that directs such programs. It is generally agreed that occupational programs must have well prepared teachers and good facilities. They must also have administrators capable of providing the leadership to make the educational programs both realistic and viable to society's needs.

While the preparation of occupational education administrators is primarily the responsibility of colleges and universities, the content of such programs arises directly from the identified needs of those who are in occupational education leadership positions and the system in which the occupational education administrator must work.

II. Basic Considerations

A model graduate program for occupational education administrators in Illinois must have several inherent characteristics. First, it must prepare graduates who can perform at a satisfactory level. Therefore, the program must be designed to meet competency requirements rather than credit requirements. Secondly, the program content must be derived from those competencies which have been identified as essential for satisfactory job performance by practicing occupational education administrators. Third, the program must have flexibility which will provide for the individual differences of those who enter the progrm. This flexibility must provide recognition of essential competencies developed prior to entering the program. Furthermore, a flexible program should accommodate the varying rates at which people learn to perform a given task. A fourth

characteristic of a model graduate program is that it would provide an interdisciplinary approach; one that would cut across many disciplines and vocational areas. A fifth consideration requires that any model disigned to prepare occupational administrators must meet the statuatory requirements of the State of Illinois.

III. Recommended Activities

A. The model program for occupational education administrators could logically require three major activities. These are:

1. Pre-assessment of identified competencies
2. Development of needed competencies
3. Evaluation of performance

B. The pre-assessment activity. This activity must involve prospective administrators in a system of evaluation that would determine which of the 158 identified competencies are to be learned. Suggested means of assessment include personal interviews, performance tests, written tests and recommendations from supervisors. When it is determined which competencies an individual does not possess the next phase of the program will require a delivery system designed for the individual development of the necessary competencies.

C. The development of needed competencies will be accomplished in a variety of ways. The determination of how a specific competency will be learned can be made by reviewing the information shown in Tables II, III, and IV. Those competencies (Table II) most logically taught through an academic approach can be offered in formal coursework, workshops, individual study, simulation, seminars and other similar kinds of teaching techniques. Those competencies found to be most appropriately provided in a practical approach (Table III) logically would be offered through internships and on-the-job experi-

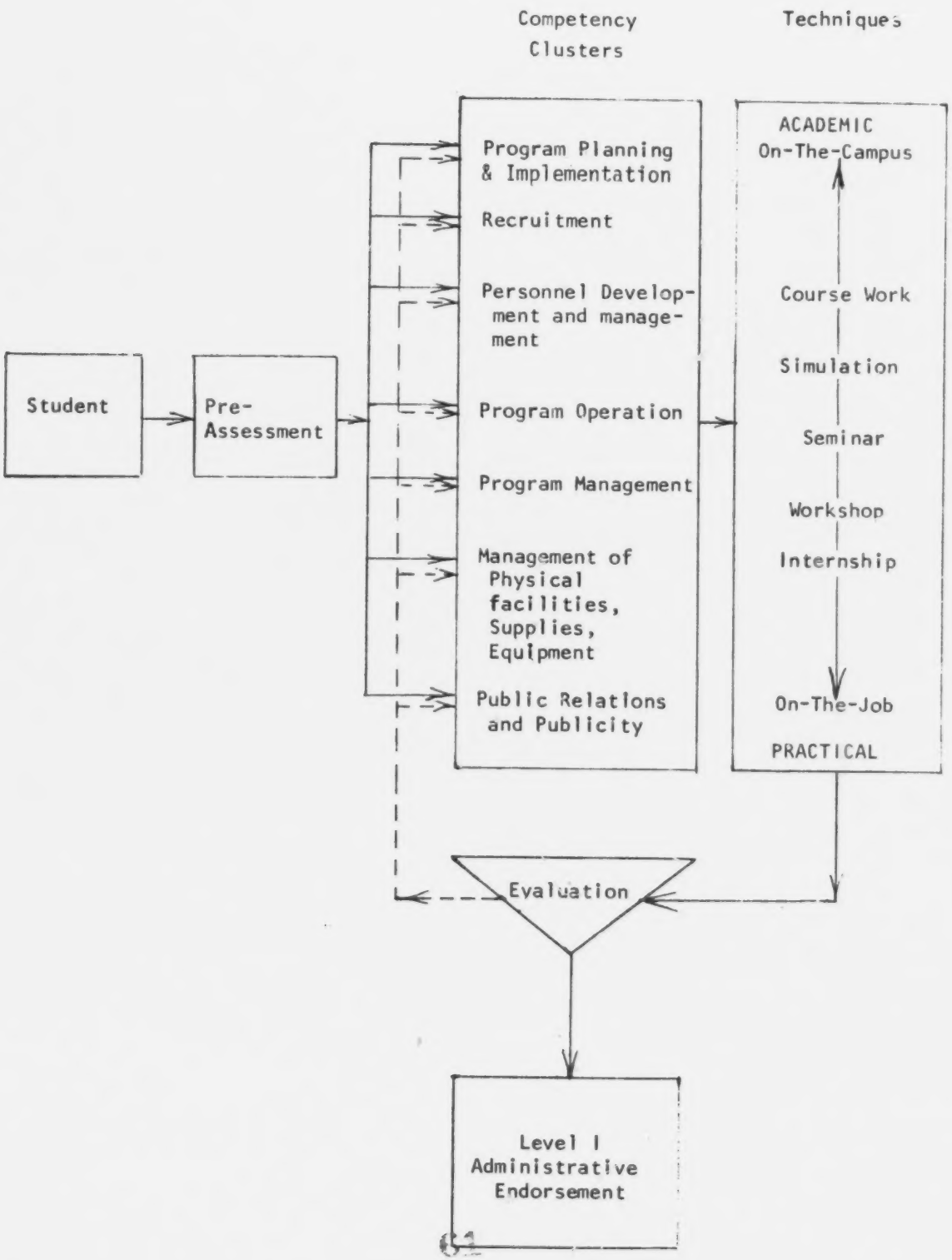
ences. Those competencies that were not identified as consensus items in either of the two aforementioned approaches will require that the student and advisors within the institution determine the most efficient method or combination of methods that will accomplish the desired level of performance.

D. Evaluation, the third major activity that is required in a model program, must be conducted concurrently with the other activities. A means of assessing when mastery of each competence is achieved must be an integral part of the learning experience. A continuous evaluation system will permit students to progress through the system at varying rates appropriate to each individual. This system would also enable the student to determine his own strengths and weaknesses in terms of competency development.

IV. Specific Recommendations

A. A graphic portrayal of the competency based model for training occupational education administrators that is recommended for implementation is presented in Figure 1. In order for this model to become operational within the present university system the following recommendations should be given serious considerations.

FIGURE 1: Graduate Program For Occupational Education



B. It is recommended that:

(1) The 158 identified competencies from this study should be made the basis for developing a graduate program for occupational education administrators.

(2) The 158 competencies should become criteria for evaluating administrative excellence in occupational programs.

(3) Those competencies identified as consensus items in Table II should be incorporated into formal course work prior to employment.

(4) Those competencies identified as consensus items in Table III should be imparted either through formalized internships or on-the-job experience.

(5) The competencies identified in Table VIII which did not achieve a 60% consensus should be critically examined and provided in the most efficient setting appropriate to the competency in question.

(6) Consideration should be given to imparting many of the 158 competencies both in the formal pre-service setting and in the practical or on-the-job setting.

(7) Institutions implementing model programs should identify local agencies and/or other institutions willing to cooperate with a formal internship program.

(8) Workshops designed to meet the needs of prospective administrators should become an integral part of a model program.

(9) An interdisciplinary approach utilizing the expertise of personnel in more than one department is desirable for maximum resource utilization.

(10) University personnel who conduct instructional programs for occupational education administrators should exhibit proficiency in the competencies to be imparted.

(11) Students enrolled in the model program must meet statutory requirements.

(12) Students enrolled in the model program should exhibit a background of knowledge and experience in occupational education.

(13) Students enrolled in the model program should have appropriate employment experience outside the field of teaching.

(14) Instruments to assess competency achievement should be developed.

(15) A system of granting certification credit for proficiency and work experience should be developed and implemented.

(16) Present Illinois statutes need to be reviewed and modified to separate certification requirements from attainment of a master's degree.

(17) Coordination and program planning should be undertaken by all those teaching courses in the model program.

(18) The students' program should be planned so that transfer of full credit from one university to another is possible.

(19) Cooperative arrangements involving two or more universities for implementing a model program must include standardized admission and graduation requirements.

(20) State level educational agencies should assume responsibility for assuring that employed occupational education administrators are provided opportunities to develop necessary competencies to meet present and emerging needs.

V. Summary

The model graduate program for occupational education administrators that has been presented herewith does not prescribe definite amounts of course-work, credit hours, time-on-the-job or any other traditional method or structure which might be considered a pattern to follow. The project staff believed that such structure might be antithetical to a competency based program. This does not necessarily preclude the use of a traditional graduate program as the vehicle for accomplishing a competency based program. It should be observed, however, that if the recommendations set forth in this report are followed, major modifications in such programs will take place as a matter of course. Decisions regarding how the essential competencies will be learned or taught will have to be made, on

site, by those program planners who would seek to implement the model. If the essential characteristics of pre-assessment, competency development, and evaluation are organized within a flexible program it is possible that there could be a variety of structures which might prove to be equally effective. The one common denominator for all programs will be the mastery of those competencies identified in this study.

The project staff is firmly convinced that the implementation of this model will provide educational institutions at all levels with competent occupational education administrators.

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APPENDIX A

A SURVEY OF THE IDEAL METHOD OF TRANSLATING BEHAVIORAL OBJECTIVES INTO LEARNING EXPERIENCES FOR OCCUPATIONAL ADMINISTRATORS

Southern Illinois University - Illinois State University
Graduate Program in Occupational Education
Illinois Division of Vocational and Technical Education
Project No. 13-07-21
April, 1972

Dr. Edward Anderson
Dr. Wayne S. Ramp
Co-directors

Directions: The leadership competencies needed by occupational administrators have been identified and translated into behavioral statements and manifestations. You are asked to evaluate the best possible way of translating these statements into training experiences. Please use the space at the right to rate these items. (1 first choice, 2 second choice, 3 third choice). Your ratings should reflect the best method, not necessarily the method presently being used. If you mark "other," please specify alternative methods under the item.

	course work	simulation	internship	work shop	on-the-job	other
Example: Write specifications for facilities and equipment.	___	1	3	2	___	___

Definitions:

1. Course work - formal course work taken for college credit at a university campus or by extension.

2. Simulation - Gaming - Role playing - Instructional packages designed to re-enact some of the problems common to the school administration such as program planning, group problem solving, communications and staffing.

3. Workshop - One day to three week concentrated effort on a particular topic; college credit may or may not be granted.

4. Internship - A partnership between a university, a training station and a graduate student with the purpose of providing an opportunity for supervised field experience.

5. On-the-job - Professional growth on the job after completion of the program.

1. Program Planning and Implementation Competency: Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

	course work	simulation	internship	work shop	on-the-job	other
1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:						
a. prepare a short-range and a long-range program plan for vocational education in the school.	(32.7)	19.2	15.4	15.4	17.3	___

	course work	simulation	internship	work shop	on-the-job	other
b. determine the occupations for which training is to be offered in the vocational program.	(30.4)	14.3	14.3	10.7	(30.4)	
c. analyze long-range course needs for the vocational program.	(28.3)	11.3	11.3	24.5	24.5	
d. identify the competencies needed for entry into an occupation.	(45.3)	9.4	7.5	13.2	24.5	
e. secure assistance from staff members in the preparation of the local plan.	5.7	13.2	15.1	22.6	(43.4)	
f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.	18.2	20.0	12.7	9.1	(40.0)	
g. analyze job market, student interests, initial cost, and on-going cost related to existing or proposed specialized vocational programs.	18.5	16.7	18.5	9.3	(37.0)	
h. write general objectives for a vocational education program.	(80.0)	3.6	5.5	9.1	1.8	
i. determine manpower implications for vocational education.	(58.5)	9.4	9.4	15.1	7.5	
j. verbalize the economic implications for vocational education.	(59.6)	13.5	3.8	15.4	7.7	
k. secure the services of Federal and State agencies for program development.	17.3	7.7	11.5	(32.7)	30.8	
l. identify employment trends at the local, state, regional and national level.	(48.1)	7.4	3.7	22.2	18.5	
m. identify changes in technology and equipment in industry relating to existing vocational programs.	(35.8)	7.5	11.3	17.0	28.3	
n. design relevant programs and courses that are reflective of constantly changing occupations.	(34.5)	9.1	9.1	27.3	20.0	
o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.	28.3	5.7	20.8	13.2	(32.1)	

	course work	simulation	internship	work shop	on-the-job	other
p. develop programs geared to the disadvantaged and special needs student.	(37.0)	1.9	22.2	24.1	14.8	
q. develop and present a program to prospective students and the community which explains the vocational program available to them.	7.4	27.8	16.7	18.5	(29.6)	
r. apply the knowledge of state and federal legislation and its impact upon program planning.	28.3	11.3	11.3	17.0	(32.1)	
1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:						
a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.	13.8	5.8	21.2	15.4	(44.2)	
b. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.	13.2	7.5	13.3	18.9	(49.1)	
c. identify the role and function of advisory committees and orient the committee to that role and function.	(35.8)	13.2	20.8	17.0	13.2	
d. obtain school board authorization for organizing an advisory committee.	17.0	17.0	11.3	7.5	(47.2)	
e. establish the criteria for and select advisory committee members.	(34.0)	15.1	9.4	18.9	22.6	
f. establish a working relationship with advisory committee members.	5.8	5.8	25.0	7.7	(55.8)	
g. enlist the aid of the advisory committee for long-range program planning purposes.	11.3	7.5	22.6	5.7	(52.8)	
h. use the expertise of the advisory committee in making an analysis of an occupational field.	15.1	15.1	15.1	15.1	(39.6)	
i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.	11.3	9.4	15.1	22.6	(41.5)	

	course work	simulation	internship	work shop	on-the-job	other
1.3 Given an operational occupational education program, the occupational education leader will be able to:						
a. develop a procedure for keeping all staff members informed about all vocational programs and courses.	(32.1)	5.7	9.4	22.6	30.2	
b. provide leadership for redesigning programs and courses as a result of an administrative edict.	11.1	16.7	7.4	16.7	(48.1)	
c. schedule staff and facilities for maximum program utilization.	17.0	7.5	17.0	13.2	(45.3)	
d. seek agreements with community sources for providing additional program opportunities.	3.8	9.6	15.4	17.3	(53.8)	
e. evaluate alternative instructional avenues in terms of benefit vs. cost.	(36.5)	13.5	9.6	21.2	19.2	
f. build flexibility into the vocational schedule so that students can change their level of training if justified.	18.5	22.2	9.3	9.3	(40.7)	
g. identify specific legal limitations effecting vocational students in hazardous occupations.	(69.2)	5.8	1.9	19.2	3.8	
h. analyze current and projected instructional needs.	(40.4)	7.7	7.7	17.3	26.9	
1.4 Given the need to improve instruction and modify program components, the occupational education leader will be able to:						
a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.	(35.8)	7.5	7.5	34.0	15.1	
b. involve employers and labor representatives when evaluating vocational courses and programs.	9.3	9.3	20.4	24.1	(37.0)	
c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.	17.3	9.6	9.6	28.8	(34.6)	
d. develop and implement a procedure for evaluating the total vocational program.	(40.4)	5.8	9.6	25.0	19.2	

2. Recruitment Competency: Analyze from a base of knowledge, sources of applicants and the requirements of each position, in terms of job specifications, professional preparation and interpersonal relations needed for a position.

	course work	simulation	internship	work shop	on-the-job	other
2.1 Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:						
a. determine sources from which applications may be received, i.e., colleges and universities.	(40.4)	11.5	5.8	21.2	21.2	
b. determine alternate sources of employees such as neighboring schools and industry.	24.5	11.3	11.3	20.8	(32.1)	
2.2 Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:						
a. determine which person can meet present instructional needs.	22.2	22.2	13.0	7.4	(35.2)	
b. predict candidate ability to meet future instructional needs.	15.1	20.8	11.3	7.5	(45.3)	
c. determine the stability of the candidate, and the likelihood of providing stability to the staff.	12.7	12.7	16.4	10.9	(47.3)	
2.3 Given training in the interview process the occupational education leader will be able to:						
a. determine an applicant's perception of his role as an instructor.	11.3	28.3	20.8	9.4	(30.2)	
b. depict the instructional responsibility of an open position.	25.5	20.0	12.7	5.5	(36.4)	
c. assess an applicant's attitude toward himself during the interviewing.	11.3	24.5	15.1	11.3	(37.7)	
d. evaluate the feeling of the applicant about the importance of the position he seeks.	13.0	24.1	13.0	5.6	(44.4)	
2.4 After evaluating credentials and interviewing the applicant, the occupational education leader will be able to:						
a. choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.	11.5	21.2	5.8	1.9	(59.6)	

	course work	simulation	internship	work shop	on-the-job	other
b. hire paraprofessional staff members.	9.6	15.4	9.6	1.9	(63.5)	

3. Personnel Development and Management Competency: Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

3.1 Given a group of new staff members the occupational education leader will be able to:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.	12.7	18.2	9.1	10.9	(49.1)	
b. assist new staff members to understand the policies and regulations of the institution.	16.7	13.0	5.6	13.0	(51.9)	

3.2 Given staff needs, individual staff characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:

a. provide in-service training to serve individual needs of those being trained.	(32.1)	11.3	9.4	20.8	26.4	
b. develop and implement an in-service program for all staff members with special activities for beginning teachers.	24.5	15.1	9.4	(26.4)	24.5	
c. promote among staff members the desire for constructive interrelationships with students.	22.6	15.1	7.5	15.1	(39.6)	
d. encourage staff members to pursue academic and work experience to develop or up-date skills.	13.2	1.9	13.2	9.4	(62.3)	
e. explain to staff members in an objective manner where they are most qualified and where they are most lacking.	13.2	20.8	7.5	1.9	(56.6)	
f. plan with staff members for their continued professional growth through specific academic and non-academic experiences.	17.3	7.7	11.5	11.5	(51.9)	

3.3 Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:	course work	simulation	internship	work shop	on-the-job	other
a. identify factors which provide staff members with job satisfaction and dissatisfaction.	21.2	13.5	11.5	17.3	(36.5)	
b. state legal requirements for dismissal or failure to grant tenure to a staff member.	(50.0)	11.1	1.9	13.0	24.1	
c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.	20.4	25.9	7.4	9.3	(37.0)	
d. inform a person who is not to be rehired specific, concrete reasons for his dismissal.	19.2	(30.8)	11.5	7.7	(30.8)	
e. criticize a staff member without stripping him of his dignity.	21.2	(38.5)	11.5	5.8	23.1	
f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.	11.5	(46.2)	7.7	7.7	26.9	
g. determine staff members' interests before establishing an in-service training program.	13.5	17.3	13.5	13.5	(42.3)	
h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.	9.6	21.2	11.5	11.5	(46.2)	
i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.	9.6	9.6	9.6	17.3	(53.8)	
j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.	11.5	11.5	13.5	9.6	(53.8)	
k. explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.	3.8	36.5	7.7	7.7	(44.2)	

4. Program Operation Competency: Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs of students and the community.

	course work	simulation	internship	work shop	on-the-job	other
4.1 Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:						
a. identify methods of securing assistance from your staff in problems arising in program operation.	15.1	7.5	28.3	15.1	(34.0)	___
b. provide a safe, healthful environment which is conducive to staff members work.	23.1	9.6	11.5	3.8	(51.9)	___
c. balance work loads of staff members.	19.2	17.3	15.4	11.5	(36.5)	___
d. utilize effective scheduling of staff members and facilities to afford maximum benefits.	15.4	17.3	15.4	7.7	(44.2)	___
4.2 Given information on student teaching policies, regulations, and institutional objectives, the occupational education leader will be able to:						
a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.	17.3	5.8	15.4	(34.6)	26.9	___
b. evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.	24.1	7.4	14.8	25.9	(27.8)	___
c. identify performance standards for each task in an occupation to the staff members training students for that occupation.	25.0	5.8	11.5	(44.2)	13.5	___
4.3 Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:						
a. recruit businessmen, professionals, and technicians as resource persons for vocational classes.	13.2	7.5	17.0	7.5	(54.7)	___
b. establish working relationships with advisory committee members.	9.4	7.5	17.0	3.8	(62.3)	___
c. supervise the advisory committee in conducting a vocational education survey.	18.5	13.0	18.5	11.1	(38.9)	___

	course work	simulation	internship	work shop	on-the-job	other
d. indicate resource persons who can provide consultation service to the advisory committee.	32.1	5.7	11.3	13.2	(37.7)	
e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.	14.5	16.4	12.7	5.5	(50.9)	
f. collect occupational data from employers to identify vocational education needs.	(24.5)	11.3	20.8	20.8	22.6	
4.4 Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:						
a. organize reports into a concise form so that only the data related to the subject of the report is printed.	(39.3)	5.4	8.9	26.8	19.6	
b. accumulate data of vocational reports required by the state department of education.	(25.0)	7.1	17.9	(25.0)	(25.0)	
c. obtain administrative approval for a vocational education survey.	18.9	11.3	18.9	5.7	(45.3)	
d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.	(50.9)	1.8	14.5	18.2	14.5	
4.5 Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:						
a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utlitization of equipment.	(50.0)	7.7	7.7	15.4	19.2	
b. adapt existing instructional programs to students with special needs.	24.5	20.8	7.5	20.8	(26.4)	
4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:						
a. evaluate content and time allotted for present courses and programs.	(28.3)	20.8	13.2	11.3	26.4	

5. Program Management Competency: Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

	course work	simulation	internship	work shop	on-the-job	other
5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:						
a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.	9.4	3.8	24.5	3.8	(58.5)	
b. incorporate controversial issues when making a decision on one particular issue.	10.9	23.6	7.3	7.3	(50.9)	
c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.	8.9	10.7	19.6	16.1	(44.6)	
d. establish an effective chain of command with a responsible supervisor at each level.	9.1	14.5	16.4	10.9	(49.1)	
e. keep staff members clearly informed as to what is expected of them.	5.5	20.0	14.5	5.5	(54.5)	
f. inform staff members of the accepted methods to be used in the resolution of grievances.	12.5	16.1	5.4	16.1	(50.0)	
g. settle grievances quickly after listening to all issues and positions.	7.4	25.9	7.4	3.7	(55.6)	
h. secure maximum performance from staff members.	7.4	13.0	5.6	11.1	(63.0)	
i. assist staff members in defining goals, tasks, and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.).	(35.7)	5.4	7.1	21.4	30.4	
5.2 Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:						
a. appraise the value of general education to vocational students.	(51.8)	8.9	7.1	14.3	17.9	

	course work	simulation	internship	work shop	on-the-job	other
b. appraise the value of various testing methods as a basis for counseling students.	(73.2)	1.8	7.1	8.9	8.9	
c. evaluate programs on the basis of the progression of student behavior toward established goals.	(39.3)	10.7	17.9	7.1	25.0	
d. determine the reasons students drop out of the vocational program.	(33.9)	5.4	16.1	17.9	26.8	
e. determine the need for follow-up study questionnaires.	(48.2)	3.6	1.8	19.6	26.8	
f. devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.	(46.4)	3.6	8.9	16.1	25.0	
g. motivate staff members to provide information to prospective students for all vocational offerings.	12.5	14.3	7.1	16.1	(50.0)	
h. work with guidance personnel to develop occupational information describing local and national opportunities.	14.8	9.3	18.5	13.0	(44.4)	
i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.	17.9	16.1	8.9	17.9	(39.3)	
j. interpret the role of guidance, counseling and placement in vocational education.	(54.5)	7.3	5.5	14.5	18.2	
5.3 Given the knowledge of management techniques, the occupational education leader will be able to:						
a. define background information concerning controversial issues which require decisions.	(58.9)	12.5	3.6	8.9	16.1	
b. interpret and apply federal legislation related to vocational education.	(55.4)	7.1	5.4	23.2	8.9	
c. correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.	(46.2)	3.8	7.7	17.3	25.0	

	course work	simulation	internship	work shop	on-the-job	other
d. delegate authority to units or individuals nearest the point where the action takes place.	11.5	17.3	5.8	1.9	(63.5)	
e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.	(46.2)	5.8	5.8	15.4	26.9	
f. express and demonstrate a philosophy consistent with the objectives of vocational education.	(53.8)	1.9	9.6	11.5	23.1	
g. realize when he has made a mistake and profit from the experience.	9.6	15.4	17.3	1.9	(55.8)	
h. examine controversial positions, make a decision and justify the position taken.	22.2	22.2	9.3	7.4	(38.9)	
i. maintain ethical standards expected of a professional educator.	30.8	3.8	21.2	5.8	(38.5)	
j. devise a plan for survey staff to follow in conducting a vocational education survey.	(39.3)	8.9	8.9	21.4	21.4	
k. cooperate with fellow administrators in educational planning and decision making at the local level.	7.3	10.9	7.3	9.1	(65.5)	
l. select the most appropriate system or procedure for each problem with which he is faced.	7.7	32.7	11.5	5.8	(42.3)	
5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:						
a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.	9.6	9.6	13.5	21.2	(46.2)	
b. plan, schedule, execute and evaluate in-service training systematically.	18.5	14.8	13.0	24.1	(29.6)	
c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.	11.3	5.7	11.3	26.4	(45.3)	

6. Management of Physical Facilities, Supplies and Equipment Competency: Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.

	course work	simulation	internship	work shop	on-the-job	other
6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:						
a. specify the long range facility, equipment and supply needs for the vocational education program.	(38.9)	24.1	7.4	9.3	20.4	
b. prepare a long-range budget which projects the financial needs of the total vocational education program.	(33.3)	29.6	3.7	9.3	24.1	
c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.	29.6	(31.5)	9.3	5.6	24.1	
d. prepare a capital outlay budget proposal for the total vocational program.	29.1	(32.7)	7.3	7.3	23.6	
e. prepare budgets based on anticipated incomes from federal, state and local sources.	25.0	(32.1)	7.1	12.5	23.2	
f. file reimbursement claims with the Division of Vocational and Technical Education.	16.4	10.9	16.4	25.5	(30.9)	
g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.	(32.1)	21.4	5.4	17.9	23.2	
h. allow for flexibility in a budget for price changes, enrollment changes and new products.	26.9	21.2	9.6	9.6	(32.7)	
i. develop and implement a procedure for establishing priorities for the use of funds and other available resources.	25.0	21.2	3.8	15.4	(34.6)	
j. verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.	29.6	20.4	11.1	5.6	(33.3)	
6.2 Given budgetary information and present needs of the vocational program, the occupational education leader will be able to:						
a. identify financial requirements for purchasing needed equipment.	(38.2)	20.0	10.9	9.1	21.8	

	course work	simulation	internship	work shop	on-the-job	other
b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.	17.9	8.9	12.5	8.9	(51.8)	
c. identify various sources of securing needed equipment.	(38.9)	7.4	5.6	18.5	29.6	
d. design a procedure for acquiring the supplies and equipment needed in each vocational course.	(48.2)	14.3	5.4	12.5	19.6	
e. identify new tools and equipment needed for the vocational program during the current academic year.	21.8	10.9	14.5	14.5	(38.2)	
6.3 Given the floor plan of physical facilities the occupational education leader will be able to:						
a. plan vocational laboratory layouts to gain maximum benefits from available space.	(51.8)	21.4	3.6	10.7	12.5	
b. equip teaching stations to achieve the stated objectives for each program.	(41.1)	28.6	7.1	5.4	17.9	

7. Public Relations and Publicity Competency: Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.

7.1 Given a number of general problems associated with occupational education, the occupational education leader will be able to:						
a. identify the make-up of the community before planning a program of school-community relations.	(28.3)	26.4	20.8	11.3	13.2	
b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.	7.7	7.7	15.4	3.8	(65.4)	
c. evaluate the degree to which the objectives of the community relations program have been met.	17.0	7.5	20.8	5.7	(49.1)	

	course work	simulation	internship	work shop	on-the-job	other
d. ascertain and evaluate public opinion about vocational programs.	20.8	11.3	20.8	9.4	(37.7)	
7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:						
a. speak to school and community groups about the vocational program.	18.9	24.5	13.2	3.8	(39.6)	
b. publicize the establishment of the advisory committee, its members and its functions to the school and community.	17.0	24.5	9.4	1.9	(47.2)	
c. communicate what is going on in business and industry to the school staff.	19.2	17.3	13.5	9.6	(40.4)	
d. publicize the purposes and objectives of a vocational education survey.	26.4	18.9	9.4	5.7	(39.6)	
e. use a variety of communication techniques on a carefully planned basis to influence public opinion.	29.6	18.5	9.3	3.7	(38.9)	
f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.).	11.1	22.2	14.8	5.6	(46.3)	
g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).	13.5	17.3	21.2	11.5	(36.5)	
h. write articles about newsworthy activities being carried on in the vocational program, for the news media.	(34.5)	18.2	7.3	7.3	32.7	
i. conduct an open house to familiarize members of the school and the community with activities of the vocational program.	7.3	23.6	16.4	1.8	(50.9)	
j. provide brochures to acquaint the school and community with various aspects of the vocational program.	22.6	11.3	22.6	11.3	(32.1)	
7.3 Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:						

	course work	simulation	internship	work shop	on-the-job	other
a. identify ways staff members can achieve community involvement which will build better public relations for vocational education.	25.9	18.5	11.1	16.7	(27.8)	
b. work with different racial and ethnic groups within the community.	5.8	17.3	28.8	5.8	(42.3)	
c. describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.	21.2	15.4	19.2	15.4	(28.8)	
d. assist with community, business and industry sponsored activities.	7.4	1.9	16.7	3.7	(70.4)	
e. identify supportive community service groups.	15.4	9.6	17.3	13.5	(44.2)	

APPENDIX B

REQUIREMENTS FOR THE GENERAL SUPERVISORY ENDORSEMENT - LEVEL I

	DePaul University	Illinois State Univ.	Southern Ill. Univ. Edwardsville	Southern Ill. Univ. Carbondale	University of Illinois	Bradley University	National C. of Education	Concordia Teachers C.	Northern Ill. Univ.	Western Ill. Univ.	Loyola University	Saint Xavier College	Roosevelt University
Statistics for Testing and Research			X	X			10				X	X	X
Educational Research		X	X	X		X	10	X	X	X			
Principles in School Administration	X		12	12	X						X		X
Practicum in School Administration													X
Public School Finance													OR
School Law													OR
Philosophy of Education							10		TWO		X	X	X
Curriculum Development			8	8	X	X	16	X	X	X	X	X	X
Integration of the Arts and Sciences												X	
School Supervision	X		X	X		X	8				X	X	
Educational Psychology	X								TWO		X		
Trends in American Education	X					X	10						
Leadership Theory										X			
Seminar in Ed. Adm. and Supervision										X			
Field study Action Research or Internship in Ed. Ad													
Supervisory Behavior									X				
Survey of Research in Curriculum									X				
Social Foundations of Education		X							TWO				
Historical Foundations of Education							8		TWO				
Supervision in Instruction		X						X					
Curriculum - Pre-primary through Intermediate Grade							8						
Curriculum - Middle through Secondary Level			X				8						
Research Design Analysis							10						
Principles of Guidance					X	X							
Foundations of Learning				8		X	8		Four				
Elementary School Org. and Administration		X			OR								
Adm. and Supervision of Jr. and Sr. High					OR								
Electives	20		4	4									
Independent Research - Supervision				4									
Curriculum Theory		X											
The Principalship		X											